

Career Support Using the Roles of Instructing Peers for High School Students with Disabilities

– Job training and transferring information in a simulation café –

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Keywords: Career support, roles of instructing peers, transferring information

This study examines the information of students with disabilities as created using the roles of instructing peers and support by a student job coach (SJC). Moreover, this study examines how the information provided value to the students' career.

The participants in this study consisted of two high school students with disabilities. They work as café assistants with SJC support at a simulation café. There, the students instruct peers in work life. After the students' work, the SJCs transferred participants' information regarding their behavior to teachers at the students' high school. It was found that the students perform work correctly according to the role of instructing peers. The students instruct peers in the work through verbal prompting, hand prompting, and praise. In this study, the SJCs were able to discover information not previously known by teachers. Some of the verbal behavior by the teachers also improved. The results indicate that support provided using the role of instructing peers can create new behavioral information. The value of this support is apparent in the verbal behavior by the students' teachers. The supporters of career support methods must create and transfer information that has value for students with disabilities.